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ABSTRACT

This guide for coordinating the efforts of teachers and administrators provides a framework for setting up and improving work education programs within the parameters of the legislation and definitions that apply in the Province of Manitoba. The first five sections discuss work education. Work education is defined, and programs that use work education are described; some objectives are listed; and the related in-school instruction is briefly addressed. The next two sections discuss the two basic principles of work education: cooperation and communication. The participants in work education are the focuses of the next seven sections--students, parents, employers, workers, teachers, administrators, and advisory committees. Five sections offer guidelines regarding the legal aspects of work education, specifically the Public Schools Act and regulations, Workers Compensation, student age limitations, liability, and use of forms. The mechanics of work education is addressed in four sections on: planning the use of work education in a program, recruiting and maintaining work stations, caring for the student in the workplace, and helpful hints from practitioners on a variety of topics. Appendixes include examples of forms, situations in which checklists are useful, suggested community resources, a listing of resource materials, and pertinent excerpts from Manitoba law. (YLB)

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Work Education

Guidelines for Teachers and Administrators

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Manitoba Education

PREFACE

We are pleased to be associated with the publication by Manitoba Education of a new guide for work education entitled, simply, Work Education.

It replaces the Guide for Work Education in Manitoba's Public Schools which had been published in 1973. While much of the information of the former guide reappears (updated, of course), it does so in a new form, in both layout and approach. We hope you will find it easy to read and useful in answering questions regarding any aspects of work education.

Over the years, since the publication of the first Guide for Work Education, we have learned that work education is greatly enhanced when certain guiding principles are recognized. The new guide emphasizes these principles: The importance of seeing work education as part of a well-planned educational program; the importance of definite performance objectives; the importance of the coordinating teacher's role as a facilitator among several "partners in education", are stressed again and again.

Many individuals have contributed to the guide Work Education. Numerous suggestions from practitioners have been incorporated. Representatives of employer and labour organizations also made valuable suggestions after reading the first draft of the publication. We appreciate these contributions without naming each of the persons involved.

It fell to us to do the final editing of the manuscript. It was rather a pleasant task. We believe that the document will meet the needs of teachers and administrators using work education during the remaining years of this decade and recommend it to their use.

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November, 1984

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WORK EDUCATION
what it is

1. INTRODUCTION

Students and parents and the community are in agreement that "a major responsibility of the school system is to help young people to cope with the world around them, particularly through the provision of assistance to its students to enter some useful area of employment on graduation or following further education and training...".* Simply put: One of the main goals of education is to aid students in their transition to the workplace.

This transition is not the same for all students. Some prepare themselves for the studies they will face at post-secondary educational institutions. Others take business and industrial courses in high school with the intention of completing their training in an apprenticeship or similar on-the-job training situation. For still others, the avenue of transition from school to work will be work education.

Work education is a pedagogical tool. It can be used in a variety of ways and in many different programs. It is an extension of formal education beyond the confines of the school building, enabling students to become familiar with the workplace, and enabling employers to participate in education. It makes school more responsive to the needs of the students (and their parents) and of business, industry and labour. Whatever the objective for using work education, its general thrust is always aiding students in making the transition to the world outside.

The purpose of this manual is to provide a framework for setting up and improving work education programs within the parameters of the legislation and definitions which apply in the Province of Manitoba. Special attention has been given to the problems encountered by administrators and coordinating teachers when introducing the use of work education into a program, or when trying to improve its use in an existing program.

The material is so structured that it is possible to read only that part immediately pertaining to a specific question. On the other hand, reading the whole publication will give a good overview of the field of work education as it exists in the Province of Manitoba.

*Report of The Core Committee on The Reorganization of The Secondary School, Department of Education, 1973, pages 40 and 41.

2. WHAT IS WORK EDUCATION?

The literature on the relationships of school and work contains numerous expressions to describe the interaction of the two, and the same term may have different meanings, depending on who uses it. In Manitoba, Work Education is the umbrella term which has been chosen to include all situations in which students are placed in the workplace to achieve educational objectives. More specific descriptions are:

a. Work Experience

Work education intended to supplement classroom instruction with real working world experience. Students are placed in a work station to observe or experience actual work. Objectives may be: to learn about work; to explore careers; to change the learning environment; to develop good work habits and attitudes; to enhance specific academic skills; to participate in community activities. The objectives are related to the students' personal development.

b. On-the-Job Training

Work education designed to help students acquire clearly identified saleable skills according to a structured training plan, usually part of a program designed to develop occupational competencies. The objectives are vocational.

c. Vocational Practicum

Work education designed to enable students who have acquired occupational skills in a school shop or lab to practice these in the real work situation. The objectives are vocational.

3. PROGRAMS USING WORK EDUCATION

Starting from the premise that school prepares for life, many high school programs have potential linkages to the world outside of the school. The most obvious are those whose expressed goal is any aspect of career education; but even purely academic courses can be linked to the working world. For example,

English as a subject may be related to the business world, newspapers, public relations, libraries, radio and television work, drama and theatre. Other academic courses have similar potential.

Few courses offered in high schools would be excluded from the list of various categories of programs in which work education may be used as an educational tool:

a. Academic programs in which students:
   - enrich academic courses
   - explore careers
   - work on student-initiated projects

b. Business, industrial or technical programs in which students:
   - practice skills, acquired in school, in real work situations
   - supplement in-school instruction
   - acquire skills by on-the-job training

c. Modified programs in which students acquire and practice life and work skills and attitudes

d. Special programs in which students with special needs learn to adapt to the world outside of school

While it is true that work education has potential for use in any program, the appropriateness of using it must be judged on the basis of prevailing conditions. Factors bearing on the decision to use or not to use work education in a program include student needs, program intent and direction, community needs, availability of suitable work stations, and appropriateness of the delivery system. While work education is a useful tool, it is not an all-purpose tool. Other educational methods may be more appropriate under given circumstances.

4. OBJECTIVES AND OUTCOMES

The use of work education requires the development of performance objectives.*

*Search the ERIC microfiche files for material on Objectives in Work and Cooperative Education (Appendix D, page 39). Also, Mager, Robert F., Preparing Instructional Objectives and Goal Analysis, Belmont, 1972.

Coordinating teachers placing students in workplaces should be entirely clear about what the student is to achieve. Objectives for the use of work education span a considerable scale. Some are listed here:

a. Academic enhancement:
   - enrichment of academic courses
   - learning about the practical application of academic skills

b. Career development:
   - exploration of occupations
   - evaluation of interests and aptitudes
   - awareness of job opportunities
   - transition from school to work

c. Vocational skill development:
   - using skills learned in a school shop or lab in a real work environment
   - studying special aspects of a vocational area
   - developing marketable skills
   - transition from school to work

d. Social and/or attitudinal development:
   - developing attitudes needed in working life
   - exposing students to a different environment
   - developing interpersonal skills

Program objectives may include one or more of these. Whatever they are, they should be expressed in a clear manner. Students (and their parents) and cooperating employers must understand them. They must also understand the methods by which to achieve them. Even at that, different and/or additional student outcomes may occur. A student who was to acquire occupational skills, by means of work education, may show markedly improved manners as the result of the experience, while the student who was just seeking to enhance an academic course may well find work and purpose for life. This happens for two reasons. Firstly, because a teacher's objectives for the student do not always coincide with the student's own objectives. While one can assume that students take programs involving work education because they agree with the stated objectives, it would be naive to think that students never have a hidden agenda which would substantially alter the intended outcome. Secondly, the very nature of work education is predicated on human interactions whose outcomes are unpredictable.

Knowing this gives additional reason for motivating coordinating teachers to bend every effort to achieve an understanding and consensus on objectives before the student's experience in the workplace begins.

5. RELATED INSTRUCTION

By now, it will have become evident that this booklet speaks of the "use of work education", thus implying that actual experience in the workplace does not stand alone. There must be a related in-school component to make students' experiences in the work world "educational" in the sense that a school can give credit for them.

The in-school component of programs using work education will differ according to their stated goals and objectives. All of them should have the following components:

a. A mechanism for students to have regular discussions of their at-work experiences with a teacher and fellow students

b. A mechanism for students to have opportunities to obtain help for problems

c. A mechanism to remind students of their goals and objectives

d. A mechanism for conveying to students needed related information

e. A mechanism to monitor and evaluate student progress

All students will benefit from related instruction as it will supply the elements usually lacking in the workplace. In the workplace, students learn the when, where, who and how of the task at hand. In school, they should learn the why.

WORK EDUCATION basic principles

6. COOPERATION

The partners cooperating in a work education program are students, their parents, the school (the coordinating teacher), employers, workers, and social and government agencies.

Cooperation among these is not a natural process. Each tends to operate in an exclusive environment, with little motivation to be involved in the others' concerns. Nevertheless, all have common interests. Cooperation is engendered when all become conscious of how their interests overlap, and of ways in which they contribute to each others' welfare.

It is the job of the coordinating teacher to initiate this process and to keep it moving. This is so because the teacher's clients, the students, stand to make the most gains in the short run. Employers and society will gain in the long run, but that is not of compelling urgency. Hence, the coordinating teacher must see it as a primary responsibility to fuel and oil the machinery of cooperation.

The partners cooperating in work education must, therefore, be aware of the mutual benefits of work education. These are:

a. To students: The opportunity to explore careers, experience occupational environments, learn about work and the workplace, make career decisions based on sound first-hand experience, acquire saleable skills, and facilitate transition from school to work.

b. To parents: An answer to their concern about the future of their child beyond public school, and some assurance that their child will have a better start in working life.

c. To employers: Active participation in the education and job training of youth, and an opportunity to screen prospective new employees.

d. To the school: Improvement of liaison with industry, and more relevance in program delivery.

e. To social and government agencies: Support programs for disadvantaged youth, and work with social agencies in the rehabilitation of disadvantaged youngsters.

Even with the recognition of benefits, snags will develop. How the coordinating teacher can deal with these is discussed under the next heading.

7. COMMUNICATION

Communication is an imperative of education. The teacher teaches best who communicates best. In the coordination of work education, this applies even more, for communication is required, not only with students, but also with their parents, workers, colleagues, superiors, and members of the business community and unions.

To be familiar with the basic modes of communication and to use them in the proper place and manner is important. Consider:

a. Personal Contact

This is the most important mode of communication. Few people relate emotionally to the signature at the bottom of a letter or to the voice on the other end of the telephone, unless they connect them to a person. For this reason, it is so important to get to know the partners in the program personally right at the start. Depending on the size of the company involved, the coordinating teacher may know one, two or several individuals and what role they play in the company. Dealing with them all in a friendly and impartial fashion enhances the program and assures positive consideration of any proposals.

Even after one knows some persons in a company well, it is necessary to keep up personal contact. Personnel changes and the roles of people in an organization change. There is a constant need for updating the people one has dealt with in the past and for establishing good relations with new people.

b. Written Communication

Written messages serve the purpose of validating verbal agreements and preserving, recording and standardizing information. It is always advisable to follow up any sort of verbal understanding with a confirming letter. If there was a misunderstanding, the other person is given the opportunity to correct it. If not, the letter serves as a reminder and as a record of the agreement.

Sometimes it is necessary to get identical information to a number of people. A form letter to employers who had not previously particip ted in work education is a good example: The same request to grant a personal interview is made to all; usually, program information is attached. When the initial call is made, one knows in each case what information each employer has been given. This simplifies the work and enables one to focus on the task that needs to be accomplished. It also focusses the attention of all participating employers on the same subject.*

c. Telephone Conversations

The use of the telephone is best seen as facilitating communication. If a crisis arises, if some matter needs quick clarification, if specific information on a special situation needs to be shared, or if anything needs immediate attention, the telephone is usually the first means of making contact. People can then decide on courses of action and follow through accordingly.

After personal contacts have been well established, the telephone can become a means of cultivating these contacts and extending them. For many routine matters, the telephone saves time and effort.

However, while written and telephone conversations can serve to record and standardize information and to facilitate its transfer, they must always be seen in a supportive role. Communication will be best when based on a person-to-person contact.

WORK EDUCATION who participates

8. STUDENTS

The most important persons in work education are students. The only reason students should be put into the workplace is to further their education. If they are placed for any other reason, program quality will suffer.

*See Appendix A, Table III, page 30.

Students placed in work stations need to know why they are there. They must be informed of the goals and objectives of the planned experience. They must understand clearly what their role in the workplace will be, what will be expected of them and what they can and should reasonably expect of the employer. Students should never be placed in a workplace without this preliminary knowledge.

Success or failure of students in the workplace is, in the majority of cases, directly related to their attitudes. Willingness to cooperate with supervisors and other employees, readiness to perform work assigned, eagerness to learn, punctuality, reliability, honesty and confidentiality are all qualities that are highly valued in the workplace. Students, like employees, will be judged on the basis of their measuring up to the (usually unwritten) code of the workplace.* They must, therefore, be made aware of these standards and expectations before they are placed. It is important that they understand how their reactions to the employer's expectations might affect their experience.

To convey this information to students, the coordinating teacher may choose a variety of methods. It seems clear, though, that the most practical approach would be to familiarize students with the process by which they will be expected to reach their goals and objectives and by helping them to understand how their performance will be monitored and evaluated. Students should be part of this process by being required to make reports of their experience which will become part of the evaluation.

9. PARENTS

It should be assumed that parents are interested in the progress of their children in whatever school program. It cannot be assumed, though, that they are always well-informed about these matters. Especially when children are placed in work stations outside of the school, it is essential that parents are involved in the process. If parents are aware of the expectations and challenges faced by their child in the workplace, they can give valuable support in making the experience a positive one. The coordinating teacher must, therefore, include the parents of the students in the process of information sharing that is so essential to the use of the workplace in education.

*See Appendix A, Table IV, page 30. The code may not be written, but the evaluation may well be. See Kimbrell, Grady, and Vineyard, Ben S., Succeeding in the World of Work, Bloomington, 1972, pages 50-62.

10. EMPLOYERS

It is important to recognize that the employers' participation in work education programs is always voluntary. In appealing to employers for work stations, the coordinating teacher must rely upon their civic-mindedness and their desire to be "good corporate citizens".

There is, among employers, an increasing consciousness of the role they can and should play in the education and training of youth, particularly in the field of preparation for work. Many employers are willing to do their share; however, employers are not educators. They feel, rightly so, that it is up to the schools to devise the programs in which they are asked to participate. What they are to contribute, and how they are to do so, should be spelled out in detail. It follows that the coordinating teacher needs to convey to the employers, just as is done to the students, the goals and objectives of the program, as well as the processes by which they are to be attained, including the manner of monitoring and evaluating students.

Depending on the size of a participating company, the person who makes the commitment to participate and the person who actually works with the student may not be the same. This means that the coordinating teacher needs to continue to convey information on the program to individual participants within a company. It should never be assumed that everyone knows and understands. Rather, a coordinating teacher has to communicate constantly to assure that no snags develop.

From time to time, problems arise. They usually stem from misunderstandings or from differences of viewpoint, such as: the perception that the student is being exploited, the feeling that the student is indifferent, personality clashes, and confusion about the reason for the student's placement.

Most of these problems can be avoided by proper communication before the student placement, or solved by good communication after they have arisen.

Remember, too, that an employer's willingness to participate does not automatically make the facilities suitable for work education. Criteria for a suitable work station may not be met. To be sure, ask the following questions: Is it a safe workplace, from the viewpoint of work practices, machinery and tool use? What is the condition of the facility? Is it clean and sanitary, well lighted and well cared for? Do the personnel support training? Do they have the skills and knowledge that the students need to learn, and will they understand and respect the students' position in the company? What appears to be management's motive for participating in the program? Is it because the student can enhance production, or is it because of a desire to participate in training? Are there other concerns that come up as one talks with the people in the company and as the facilities are observed? If it appears that a training station falls short in some respects, attempt to resolve the problems before making a final decision on using or not using the station. Do not place the student until you are satisfied that it will be to the benefit of the student.

11. WORKERS

When students enter a plant or office, they will usually be entrusted to one person who will be responsible for them, but the other people there are also affected by the student's arrival. Their basic concern has to do with their jobs and their job security.

It is important that the coordinating teacher allay any fears in this regard. Students on work education are not employees. They are not to replace workers. They are unpaid. They are there only to learn. They are not to do work that is normally assigned to an employee, unless they do it under the supervision of that employee, for the purpose of learning a skill.

When workers are represented by a labour organization, the task of conveying this information becomes easier. Labour organizations have traditionally had a strong interest in education and training and are generally quite supportive of education programs involving business and industry, but their support depends on the interests of the workers being safeguarded. Involving the union(s) representing the workers in any workplace guarantees that students will be monitored as to exploitation and that any alleged cases will be dealt with immediately. The strongest role a union can play in a work education program is in its making sure that students are, in fact, receiving the education and training intended in the program.

The union representative in a company should be involved in the arrangements for placing a student right from the beginning. This tends to clarify the intent of the program and to allay any fears that workers may have. It also gives the union a chance to contribute to the development of the program in the shop or plant. This underlines the importance of making sure that, just as students and employers are clearly aware of the goals and objectives of the program and the processes by which these are to be achieved, so must workers and their unions be clearly informed about the same matters.

12. TEACHERS

When discussing students, employers and workers, it becomes evident that they must all have the same information. The task of ensuring this falls to the coordinating teacher.

The coordinating teacher must have a clear understanding of work education and how it is used in programs. The goals and objectives of the program must be identified clearly. Moreover, this knowledge must be conveyed to the other participants in a clear and unequivocal manner, making sure that all completely understand how they are expected to work together. (Some teachers do this by developing informational packages for each participant.)

The construction of the course or program is left to the teacher. Wise teachers will find ways to elicit the expertise of employers and employees, business and labour, and will also be sensitive to the opinions of their students. The better their knowledge of what their partners have to offer, the better the program and the work education component of it will be. The teacher becomes the facilitator, the person who spots bottlenecks, removes blockages, smoothes ruffled feathers and somehow comes up with an acceptable solution to any problem that may arise.

Proper communication with administration and colleagues is also part of the job. Coordinating teachers spend much time outside of the school building. This can be misconstrued; however, if the principal is involved by frequent requests for advice and by regular reports on the progress of the program, he/she will become a valuable resource, as well as a supporter of the use of work education in school programs.

13. ADMINISTRATORS

The use of work education in schools presents administrators with novel problems which are not easily solved by traditional means.

Neither teacher time, nor teacher work load, can be treated on the same basis as in-school programs. It is incumbent on the administrator to have a thorough knowledge of the programs using work education and their objectives, to assure that program quality does not suffer because of an excessive work load on the coordinating teacher(s).

Some of the factors affecting the coordinating teacher's work load are:

a. Number of students placed in work stations
b. Frequency of placements
c. Number of work stations involved
d. Travel distances between work stations
e. Nature of program objectives
f. Frequency of visits to work stations
g. Type of student and program
h. Interaction with other professionals in or out of the school
i. Other duties: public relations, outside meetings, etc.

The administrator should assure that the coordinating teacher's schedule is flexible and that sufficient time is given to take care of all assigned duties. It should be understood that this flexibility -- which other teachers sometimes perceive as "free time" -- is absolutely essential to the success of the use of work education.

It is this "success" which enables the administrator to judge whether coordinating teachers are performing their duties. Their day-to-day activities cannot be closely monitored, although a log may be required. They really must have the trust of the administrators who chose them for the job.

14. ADVISORY COMMITTEES

Community and industry advisory committees for work education programs are among the most useful means of interaction between school and the world outside. They are also the least used. This is probably because of the difficulties inherent in their nature. The usual history of an advisory committee is that it starts out as a planning committee. There is good support while the project is being put together. Once the program seems to run well, the advisory committee has a few more meetings with declining attendance. Eventually, no more meetings are called. To all intents, the committee is dead.

A lesson to be learned from this is that advisory committees work well when they have relevant work before them. They fold when it appears that they have run out of useful work. This knowledge should be useful to the coordinating teacher, who will likely be expected to keep the advisory committee going. This presupposes that there is a certain amount of commitment on the part of the cooperating employers. Remember that this committee must be encouraged in order to result in continuing participation.

Here are some of the basic rules for cultivating a viable advisory committee:

a. Meetings should be held only when there is a valid agenda. Examples of agenda items are: the planning of future activities, progress reports, discussion of problems encountered in program delivery, discussion of curriculum concerns and the solutions to them, examining goals and objectives, aiding students to enter into employment, etc.

b. The committee should have a real influence on the program. Do not use it as a rubber stamp. If the committee members feel that the teacher makes all the decisions and they have no input, they will no longer contribute.

c. Committee members should be personally involved in the program, or should represent agencies that are deeply involved.

d. There should be student participation in the committee. Student input is vital to keep the committee up to date and alive to the issues that not only the program, as such, faces, but that the students have to come to grips with.

e. During the long periods that no advisory committee meetings are held, keep in touch by telephone or by personal calls with the various members of the committee, and keep them informed of what is going on. The basis of their interest is the information they receive.

WORK EDUCATION
Legal aspects

15. PUBLIC SCHOOLS ACT AND REGULATIONS

The legal foundation for work education is found in the Public Schools Act and subsequent regulations.* Section 78 (4) and Section 88 provide for work education and the protection of the students while in work education. Section 48(1)(k) states that the school board can "provide such course of technical and vocational instruction as may be approved by the minister for pupils enrolled in or attending the schools under the jurisdiction of the school board by placing the pupils under the instruction of any person approved by the minister". Manitoba Regulation 6/81, "Being a Regulation Under the Public Schools Act Respecting Persons, Other Than Teachers, Having the Care and Charge of Pupils", also applies to work education. It emphasizes the fact that any instruction that students may receive from an employer or employer representative has to come under the direct supervision of the teacher designated by the principal of the school to which they are assigned. The provision for Workers Compensation coverage gives additional legal sanction to the concept of work education.**

16. WORKERS COMPENSATION

The Department of Education assumes the responsibility of Workers Compensation coverage for all students of work education. Approval in writing must be obtained from the Department of Education before implementing any phase of work education.

Pertinent points that students and teachers must be aware of:

a. Workers Compensation covers medical costs which are directly attributed to an accident which occurred during the hours and days specified in the training agreement for work education.

*See Appendix E, Manitoba Law - Pertinent Excerpts, page 41.

**Order-in-Council, September 11, 1974, Number 1172, A.R. Paulley, Minister of Labour.

b. Workers Compensation replaces loss of income or potential loss of income. Benefits are provided in case of partial or permanent disability.

c. The Workers Compensation Board adjudicates each claim on the basis of the Employer's Report of Injury (see page 20). The Employer's Report of Injury (Form 2) must be filled in completely and accurately. (See 19. Use of Forms.)

Note: Not all claims are accepted.

d. When a student is injured, he/she should report immediately to the supervisor at the place of work and obtain first aid. The student must make a full report to the coordinating teacher.

e. The student must inform the attending doctor that he/she is covered under Workers Compensation. ("Doctor" includes chiropractors and osteopaths.)

f. It is imperative to emphasize to students and teachers the need for reporting accidents immediately. If in doubt, it is better to fill in the Employer's Report of Injury even though the student may not feel that it is necessary at that time. The injury may create problems at a later date under different circumstances.

g. Make sure that all students are fully informed of the coverage available under The Workers Compensation Act.

Note: Workers Compensation covers only those activities related to work education which could be deemed necessary or compulsory. Other extracurricular activities are not covered.

h. Form 2, the Employer's Report of Injury, is to be completed in duplicate in every case where the injured person requires any kind of outside help or believes there may be trouble in the future. It is to be completed by whoever is designated by the principal and every question must be answered fully.*

*Table II on page 20 gives step-by-step guidance.

17. STUDENT AGE LIMITATIONS

Legislation does not put age limitations on students in programs using work education; however, coordinating teachers should be aware that there are practical considerations limiting the use of work education which are, at least in part, functions of the student's age.

Just because students have reached age 16 does not automatically make work education a suitable pedagogical tool for them. It is still necessary to determine whether the experience will substantially enhance students' educational progress. Because the ability to function in the workplace does not come to all young people at the same age, the placement of students of any age should, therefore, take place only after thorough consideration of all attending circumstances.

In making the decision to place persons under 16, one would generally look for input from the principal or other supervisor.

18. LIABILITY

The appropriate division authorities should be consulted as to whether existing liability insurance will sufficiently protect the division and its representatives in cases such as property damage, theft and personal injury sustained in travel and similar aspects.

Every work education program should be so conceived that it is clear to the student and to the employer that constant supervision is necessary. The employer should understand that the student is not a trained worker and, therefore, cannot handle responsibility unsupervised.

A close working relationship between the coordinating teacher and the employer will not only minimize problems, it will also contribute toward a resolution of those which do arise.

19. USE OF FORMS

Workers Compensation coverage is required before students are placed in a work station. A program registration form should be filled in and forwarded to the Department of Education, Curriculum Development and Implementation Branch, 411 - 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3.* The form should be filled in completely, and the signatures requested should always be obtained, to assure that the responsible administrators are kept informed about the program. Much of the information requested is for statistical purposes. Try to be as accurate as possible in giving information. (The instructions on Table I should facilitate filling out this form.)

If a student is injured in the workplace, the coordinating teacher is required to fill out an Employer's Report of Injury (Form 2).** The completed form should always be sent to the Department of Education, Curriculum Development and Implementation Branch, 411 - 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3. To minimize delays in the processing of the report and any possible benefits to the student, all requested information should be supplied. (The instructions on Table II should facilitate filling out this form.)

To satisfy the needs of programs and of the cooperating parties, other forms are necessary. Coordinating teachers should devise forms which monitor and evaluate student progress and record training stations and interactions among the participating parties.***

No more paperwork should be done by the coordinating teacher than is needed for compliance with regulations, effective communications and good record keeping. In devising any form, it should be asked if these needs are being satisfied in the most efficient manner.

*See Table I, page 19.

**See Table II, page 20.

***See Appendix A, Some Examples of Forms, page 28.

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TABLE I

Registration for Workers Compensation Coverage of Work Education

MANITOBA
411-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

Date _____

School Division _____ # _____

Name of School _____

Street Address _____

City or Town _____ Postal Code _____

Telephone Number _____

Person Responsible for Program _____

Name of Your Program _____

PROGRAM IN WHICH WORK EDUCATION IS TO BE USED
(Check only one)

	✓	Number of students in Work Education: Male	Female	Age Range
HIGH SCHOOL PROGRAM - Regular				
Vocational Business Education				
Vocational-Industrial Education				
Occupational Entrance Program				
Other Program _____ (Please specify)				

TYPE OF WORK EDUCATION USED
(Check only one)

- Work Experience ☐
- On-the-job Training ☐
- Vocational Practicum ☐

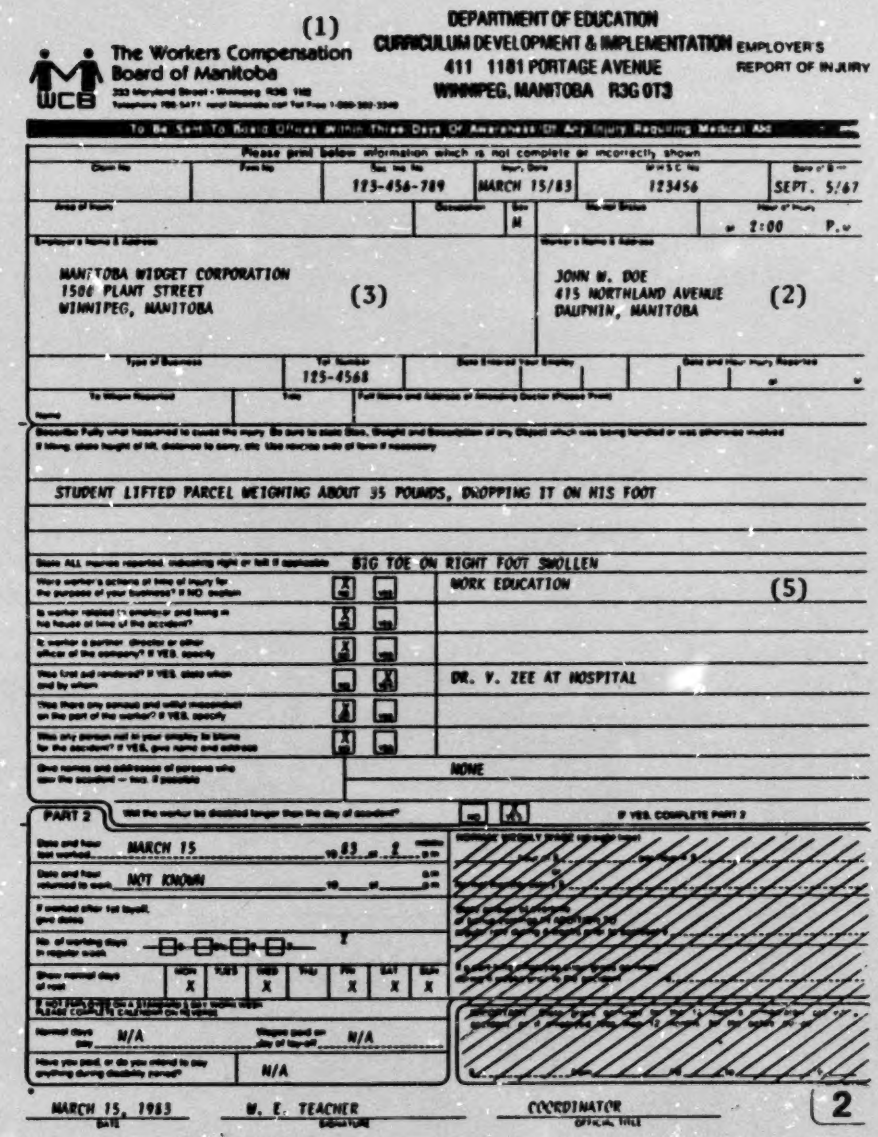
Principal's Signature _____

Superintendent's Signature _____

In filling in the REGISTRATION for Workers Compensation coverage of Work Education, please note the following:

1. Fill in the form completely; it has been reduced to the bare essentials to make things easier for you.
2. The name of your course will usually be something other than PROGRAM IN WHICH WORK EDUCATION IS TO BE USED. For instance, under Vocational-Industrial, your program may be called COMMERCIAL ART.
3. Check only one of the high school programs listed on the form. If your course does not fall under any of the headings on the form, please specify its nature, such as THH, EMH, etc.
4. Give an estimate of the numbers you anticipate in your program. You should have a good idea. Please do not submit a wholesale guess. If you do not know, your course likely needs more development.
5. Under TYPE OF WORK EDUCATION USED, please, check only one.
   a. If your program uses work education to help students to get to know aspects of work and the working world without teaching specific saleable skills, it is work experience.
   b. If your program uses work education to help students to acquire clearly identified saleable skills, it is on-the-job training.
   c. If your program uses work education to enable students to practice saleable skills acquired in school, it is vocational practicum.
6. Do not submit the registration without the signatures of the principal and superintendent (where applicable). These officials need to be apprized of the existence of your program in their jurisdiction and the legal implications of having students on Workers Compensation.

TABLE II



(1) DEPARTMENT OF EDUCATION
CURRICULUM DEVELOPMENT & IMPLEMENTATION
411 1181 PORTAGE AVENUE
WINNIPEG, MANITOBA R3G 0T3

The Workers Compensation Board of Manitoba

EMPLOYER'S REPORT OF INJURY

To Be Sent To Board Offices Within Three Days Of Awareness Of Any Injury Requiring Medical Aid

Please print below information which is not complete or incorrectly shown

(2)

		123-456-789	MARCH 15/83	123456	SEPT. 5/67

Sex: M

Hour of Injury: 2:00 P.M.

Employer's Name & Address:
MANITOBA WIDGET CORPORATION
1500 PLANT STREET
WINNIPEG, MANITOBA
(3)

Worker's Name & Address:
JOHN W. DOE
415 NORTHLAND AVENUE
DAUPHIN, MANITOBA
(2)

(3)

Type of Business	Tel Number	Date Entered Your Employ	Date and Hour Injury Reported
	123-4568		

To Whom Reported | Title | Full Name and Address of Attending Doctor (Please Print)

Name

Describe Fully what happened to cause the injury. Be sure to state Size, Weight and Description of any Object which was being handled or was otherwise involved. If lifting, state height of lift, distance to carry, etc. Use reverse side of form if necessary.

(4) STUDENT LIFTED PARCEL WEIGHING ABOUT 35 POUNDS, DROPPING IT ON HIS FOOT

State ALL injuries reported, indicating right or left if applicable: BIG TOE ON RIGHT FOOT SWOLLEN

Was worker's actions at time of injury for the purpose of your business? If NO, explain	X		WORK EDUCATION (5)
Is worker related to employer and living in his house at time of the accident?	X		
Is worker a partner, director or other officer of the company? If YES, specify	X		
Was first aid rendered? If YES, state when and by whom		X	DR. V. ZEE AT HOSPITAL
Was there any serious and wilful misconduct on the part of the worker? If YES, specify	X		
Was any person not in your employ in blame for the accident? If YES, give name and address	X		
Give names and addresses of persons who saw the accident — incl. if possible			NONE

(6) PART 2 — Will the worker be disabled longer than the day of accident? NO / YES — IF YES, COMPLETE PART 2

Date and hour last worked	MARCH 15, 19 83 at 2 P.M.
Date and hour returned to work	NOT KNOWN, 19 at P.M.
If worked after last layoff, give dates	
(7) No. of working days in regular week	5
(8) Shows normal days of rest	MON X, TUES, WED X, THU, FRI X, SAT X, SUN X
(9) Normal days per day	N/A
Wages paid on day of lay-off	N/A
Have you paid, or do you intend to pay anything during disability period?	N/A

(10) MARCH 15, 1983 (Date) — W. E. TEACHER (Employer) — COORDINATOR (Official Title)

2

(1) Please ALWAYS identify the Department of Education as the sponsor of the program.

(2) Please supply ALL available student information in these sections.

(3) Please supply ALL available information on the cooperating employer in these sections.

(4) In Part 1, please supply ALL requested information.

(5) ALWAYS check "NO" and write in "Work Education".

(6) If the student is disabled longer than the day of the accident, Part 2 should ALWAYS be filled out. In Part 2, only the left side is applicable to your program.

(7) On line four, write in the number of working days applicable to this student.

(8) On line five, check all days except the one(s) the student actually spends at the workplace.

(9) Questions on lines six and seven should be answered with NOT APPLICABLE.

(10) On the bottom line, please sign and give your title and the names of your school and division.

BEST COPY AVAILABLE

Note: A COPY OF THE COMPLETED FORM SHOULD ALWAYS BE SENT TO THE SCHOOL DIVISION OFFICE FOR INFORMATION. THE ORIGINAL FORM SHOULD ALWAYS BE SENT TO THE DEPARTMENT OF EDUCATION, 411 - 1181 PORTAGE AVENUE, WINNIPEG, MANITOBA, R3G 0T3.

20. PLANNING THE USE OF WORK EDUCATION IN A PROGRAM

Work education can be used and has been used in many different settings: in small communities, in large cities, in the towns of the north and in rural areas. The purposes for which it is used also differ considerably from location to location and from program to program. Whatever the circumstances may be, there are basic steps that need to be taken in planning any program using work education. (If you are a teacher new to work education, but taking over an existing program, you should also work through each of these steps, except Step 9. Resist the temptation to declare this exercise useless after the first few steps: it's a sure indication that you are not as familiar with all aspects of the use of work education as you should be.)

Step 1: State clearly the goals and objectives of the program using work education.

Step 2: State clearly the reason for which work education is used in this program.

Step 3: State clearly what the objectives of the work education portions of the program are.

Step 4: State clearly how achieving the goals and objectives in the above three steps will benefit educationally (and/or otherwise) any student entering into the program.

Step 5: Decide whether work education will be a compulsory, an optional, or an incentive part of the program and give a rationale for your decision.

Step 6: List completely all work stations available to the program, along with all pertinent information.

Step 7: Decide if the resource base of work stations is sufficient for the purpose intended and show how.

Step 8: Determine how your program will be monitored and evaluated at the systems level.

Step 9: Find a teacher who has all the necessary qualifications to cope with the challenges of work education.

Following these steps forces you to confront squarely all aspects of the program. You will be able to rationalize everything you do, because you will already have done your homework on the questions you may be asked by parents, employers and colleagues, such as:

Where does this program lead?
What can my child get out of this program?
Is this program appropriate for our community?
Can the same things not be taught in the classroom?
Have we got the resources to sustain this program?

You will note that the above questions imply the understanding that work education is directional. In other words, people expect that it is more than a placement or baby-sitting service and that it produces identifiable results. These results will be achieved if one thoroughly and conscientiously works through the steps suggested here.

21. RECRUITING AND MAINTAINING WORK STATIONS

In an existing program, you will already have a list of work stations. However, many of the principles dealt with here which apply to new programs will, at least in part, apply to existing programs. The procedure described below has been field-tested and yielded excellent results. You may want to vary it to suit local circumstances.

The first step in recruitment is to put together a list of potential work stations. Sources for such a list can be:

a. Canada Employment and Immigration
b. Department of Labour and Manpower
c. Department of Economic Development
d. Employer organizations
e. Members of advisory committees involved in program establishment
f. The Yellow Pages
g. Referrals*

*See Appendix C, Community Resources, page 38.

When the list is complete, the first approach can be made. This should be to senior management.

a. Write a letter to the president, owner and/or manager.* Attach program information. Say you will call for an appointment to explain the program in detail.

b. Make a telephone call to the person(s) to whom you addressed your letter, to set up an appointment. Quite often you will, at this point, be referred to someone else. When you call that other person, be sure to mention the referral by top management.

c. Make your call on the prospective training station. Be on time.

d. Explain the program and its implications. (Your informative material may have done a good job for you already.)

e. Find out what the training capabilities of the company are.

f. Make sure to meet the shop stewards or union representatives to introduce them to the program and to secure their support.

g. Try to get to know other persons who might be involved in the program.

h. Make the call friendly, but businesslike. Remember, you are asking for a favour.

i. Make a record of all the pertinent information coming out of the above.**

Once the training station is secured, follow up with a letter. This may be a form letter, but it should be personalized. Confirm any verbal agreements and outline again the parameters of the program.

*See Appendix A, Some Examples of Forms, Table III, page 30.

**See Appendix A, Some Examples of Forms, Table V, page 31.

When you are ready to place a student, get in touch with your contact person by telephone. (You may again have to provide descriptive materials regarding the program.) Discuss the starting date for the student placement. Ask for the employers' commitment to take a student.

If you get a positive response again, write a letter. It should contain:

a. Your thanks for the station
b. The starting date for the student
c. An interview date for the student (preferably the week before he/she is placed)
d. A request for a telephone call if any of your above suggestions are not satisfactory

If you get a tentative response, leave all avenues open:

a. Ask when you can call again.
b. Follow up promptly.
c. Use the opportunity to keep building a good relationship.

If the response is negative:

a. Accept the decision, but only as temporary.
b. Ask if you may supply program information as it becomes available.
c. Suggest that you will call again in the future.

22. CARING FOR THE STUDENT IN THE WORKPLACE

In one program, students may spend a few hours a year in a workplace. In another, the time spent at work may be the largest item. The effect of the workplace upon the student will vary accordingly. However, moving from school to work involves adaptations not unlike moving from country to country. Everything students see and experience is likely to differ greatly from what they have been accustomed to. If you remember your first experiences in the working world, you will likely not have to use much imagination to fathom the apprehensions of a student who first steps into the workplace. You need, therefore, to do everything possible to ease the transition.

First of all, there needs to be a place in the program to introduce students to the conventions, practices and expectations of the workplace. The more realistic the introduction, the more helpful to the students it will be. Nothing is gained by painting a rosy picture; nor is there any advantage in speaking only of possible problems. Show the workplace as part of life: it has good and bad, gives pleasure and requires effort. By and large, it is as good as we make it.

Students need to know this. They have it in their power to influence the outcome of their experience in the workplace. They should know that their attitude and actions have more to do with their success or failure than any other factor.

Secondly, help students prepare for job interviews prior to placement. (For short-term placements in some programs, this may not be necessary; for placements in job skills training programs, it is essential.) There are ready-made programs available for this. Students should go through this process, inasmuch as they may have to repeat it many times during their working lives, but particularly because this gives them an opportunity to get a feeling for the company they will be working with and an idea of its expectations. If this process is well organized in cooperation with the participating employer, it will become a very useful aid for students moving into the workplace.

Thirdly, have a continuing in-school portion of the program which enables students to return and share their experiences. Again, how this is done is not as important as that it is done. Having this mechanism enables students to deal with any problems as they arise by seeking immediate assistance. Depending on the nature of the program and the students in it, one may have to elicit some of this information from them. But it is essential to the success of the students that it is done.

Lastly, do not fail to visit students at the workplace regularly, and spend some time with them and the people who work with them and are responsible for them. It takes time to condition employers to this idea. A great help to this end is the use of forms for the monitoring and evaluation of students. Properly used, these can provide the structure for continuing interaction among employer, student and teacher, and thus help ensure students are cared for while in the workplace.

23. HELPFUL HINTS

This section derives from suggestions of practitioners of work education. It endeavors to present pertinent information that does not readily fit into any of the headings in the material presented so far.

Hint: You don't have to carry the load all by yourself. There are others who can help you, and will, just for the asking.

a. Guidance counsellors: Since they know individual students, they can sometimes suggest strategies that will work well.

b. Principals and vice-principals: On a regular basis, let them know what you are doing. Enlist their help, particularly in public relations matters. They are always anxious to get positive public relations for the school. Your program is a natural. You may get a lot of help in return.

c. Other teachers: Be on the lookout for suggestions. Even though you may disregard many, some may be useful. Your colleagues also know people. They may be able to aid you in making contacts.

Hint: The Department of Education has a consultant for work education.

a. Whether or not you have specific problems to solve, you may just want to call upon the consultant to spend some time with you. The resulting interchange may be useful.

b. You may want to get in touch with people in other schools and divisions doing the same work. The consultant can be useful in finding them.

Hint: A quality program should carry a high profile.

a. Some programs have an annual student-employer event, such as a banquet.

b. Plaques or framed certificates of appreciation -- something that looks good on the wall of any office -- for participating employers

c. Identifying clothing: jackets, T-shirts, identification buttons, etc.

d. Have anecdotal reports of your success stories. If you can't write, get someone to write them for you. They can be part of a program description that should be everything but dry.

e. Use community, school and division newsletters on a regular basis.

Hint: Have business cards for work education students.

Hint: Get the community to participate.

a. Have an advisory committee made up of participating employers, students and parents for your program. Don't meet often, but when you do, have the event thoroughly planned.

b. Keep in touch with parents. Involve them in decisions. Have them meet their children's employers. Seek their suggestions, even criticisms.

c. Look at the whole community -- employers, associations, service clubs, government agencies, etc. -- as a large resource base for your program. Don't ever hesitate to ask any of them for help.

Hint: Place students judiciously.

a. Give new work stations better students to get them off to a good start.

b. If problems can be anticipated on a placement, take the time to identify them and share them with the employer.

c. After employers have worked with problem students, reward them by placing a more dependable student.

Hint: If you have helpful hints, call the work education consultant at the Department of Education to share them. They will be incorporated in the next printing of this manual.

APPENDIX A

SOME EXAMPLES OF FORMS

The dictum "form follows function" holds as true in work education as it does in architecture. To use "forms" which do not support a function is a waste of time. Where there is a function, though, some forms are imperative.

Function	Form	Example
Registering programs for Workers Compensation Coverage		Table I (page 19)
Reporting student accident		Table II (page 20)
Acquainting business people with your program and asking for an interview	form letter	Table III
Sharing information with numerous people -- participating employers, parents, colleagues, community organizations, etc.	reports form letter newsletter	Table IV "thank you" letter to employers
Keeping track of employers	files card files employers lists	Table V
Keeping track of students	student lists, card files, attendance records	
Obtaining parental consent	consent form	
Monitoring student progress	employer reports records of work station visits student reports	Table VI Table VII Table VIII

Function	Form	Example
Evaluating student performance	tests employer reports	Table VI
Reporting on student progress and performance	report cards anecdotal reports letters to parents letters to students	
Program evaluation	students' comments employers' comments parents' comments	Table IX
Training Agreement		Table X
Ensuring delivery of training	training plan	Tables XI and XII

More could be added; however, it is up to coordinating teachers to define the necessary functions in their use of work education and to develop the requisite forms for their program.

TABLE III

SCHOOL LETTERHEAD STATIONERY

NAME, ADDRESS OF EMPLOYER

Dear Employer:

I would like to inform you that the work education program of our school division will be on again this fall. If you have been previously involved, you need little explanation of the nature of the program. On behalf of all participants, I thank you for your past effort and look forward to working with you again in the new school year.

If you have not previously participated, I am asking you for an opportunity to explain the program to you. Some background materials are enclosed. In a few days, I will telephone you to ask for an appointment, at which time I would be happy to deal with any questions you may raise.

The school well knows that, to be successful, this program needs the backing of the business community. I am appealing to you for your support.

Best wishes,

TABLE IV

SCHOOL LETTERHEAD STATIONERY

NAME, ADDRESS OF EMPLOYER

Dear Employer:

We have just concluded another year of our work education program. The enclosed report will give you a summary of the results. You will note its generally positive tone. It has been a satisfying year.

Your support has greatly contributed to this success. Please accept a heartfelt "thank you" from the students, their parents, the school authorities and especially from me. I know that, without your generosity, my job would have been much harder.

We look forward to working with you again in the fall.

Best wishes,

TABLE V

TRAINING STATION INFORMATION

COMPANY NAME: _____

ADDRESS: _____

_____ POSTAL CODE: _____

TELEPHONE: _____

CONTACT PERSON: _____

TRAINER: _____

NUMBER OF TRAINING STATIONS: _____

UNION: _____

UNION REPRESENTATIVE: _____

COMMENTS:

_____

_____

_____

_____

_____

SKILL TRAINING AVAILABLE IN PLANT:

_____

_____

_____

_____

_____

TABLE VI

SCHOOL LETTERHEAD STATIONERY

EMPLOYER'S EVALUATION OF THE STUDENT

SAMPLE

Student's Name: _____ Date: _____

School: _____ Major 1. _____

Major 2. _____

This evaluation lists four general areas of work performance. Under each general area are grouped particular qualities and characteristics. Rate the student by circling the number that best describes this student.

5 – Outstanding; 4 – Above Average; 3 – Average; 2 – Below Average; 1 – Unsatisfactory

Area I: COMMUNICATION SKILLS

A. Ability in oral communication	5 4 3 2 1
B. Ability in written communication	5 4 3 2 1
C. Knowledge of the vocabulary related to the job	5 4 3 2 1

Area II: VOCATIONAL SKILLS

A. Quality of work-ability to meet quality standards	5 4 3 2 1
B. Quantity of work-output of satisfactory work	5 4 3 2 1
C. Job know-how-application of acquired knowledge and skills	5 4 3 2 1
D. Use of tools and equipment	5 4 3 2 1
E. Care of materials and supplies	5 4 3 2 1

Area III: PERSONAL AND SOCIAL QUALITIES

A. Co-operativeness – ability to work together with people	5 4 3 2 1
B. Self-control-ability to control one's emotions	5 4 3 2 1
C. Poise-demonstrates level of self-confidence appropriate for the job	5 4 3 2 1
D. Reaction to advice and constructive criticism	5 4 3 2 1
E. Willingness to follow directions	5 4 3 2 1
F. Adaptability – capacity to adjust to new problems and changing situations	5 4 3 2 1

Area IV: WORK QUALITIES AND HABITS

A. Industry – personal application to assigned work	5 4 3 2 1
B. Reliability	5 4 3 2 1
C. Initiative	5 4 3 2 1
D. Attendance	5 4 3 2 1
E. Punctuality	5 4 3 2 1
F. Ability to follow directions	5 4 3 2 1

Rated by: _____ Dates Absent: _____

Organization: _____ Address: _____

Additional Comments: _____

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TABLE VII

SCHOOL LETTERHEAD STATIONERY

PERMANENT RECORD OF COORDINATING TEACHER'S OR COORDINATOR'S VISITS

SAMPLE

PLEASE PRINT

I. Student's Name _____ Class _____

Employer _____ Occupation _____

Date _____ Report _____

CHECKLIST FOR TEACHER-COORDINATOR OR COORDINATOR

II. Quality of Work _____ General Remarks

Knowledge of Work _____

Initiative _____

Cooperation _____

Attitude _____

Reliability _____

POINTS OBSERVED BY TEACHER-COORDINATOR OR COORDINATOR VISITING STUDENT

III. Training Station _____ Contact Official _____

Teacher-Coordinator's or Coordinator's comments:

A. Conditions surrounding the training station _____

B. Hazardous conditions _____

C. Attitude of employees toward teacher-coordinator, coordinator and student _____

_____

D. Specific Work of student _____

E. Immediate or current subject matter needed _____

F. Personal appearance of student _____

G. Student's interest in the work being done _____

H. Employer's apparent interest in student and his/her progress _____

TABLE VIII

WEEKLY ACTIVITY REPORT

NAME OF STUDENT: _____ PROGRAM: _____ WEEK OF: _____

TRAINING STATION: _____ SUPERVISOR/TRAINER: _____

DAY	HOURS OF WORK	ACTIVITY	ESTIMATED TIME
	STUDENT'S COMMENTS: _____		
	EMPLOYER'S COMMENTS: _____		
	SIGNATURE OF STUDENT: _____		
	SIGNATURE OF EMPLOYER: _____		

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TABLE IX

SCHOOL LETTERHEAD STATIONERY

STUDENT'S EVALUATION

SAMPLE

PLEASE PRINT

I. School _____

Student's Age _____ Male _____

Female _____

My training station was in _____
(Name type of work)

II. Your opinions regarding the statements below will aid in evaluating work education. Circle your answer.

A. As a consequence of my participation in the work education:

1. I feel that my high school program is preparing me for the kind of work I would like to do	YES	NO
2. I have a more realistic idea of my capabilities.	YES	NO
3. I feel that I made more progress than I would have by staying in regular classes.	YES	NO
4. I am looking forward to going to work.	YES	NO
5. I see the need for acquiring vocational knowledge.	YES	NO
6. I feel that students from this program will be accepted on the job.	YES	NO
7. I feel more confident in applying for a job.	YES	NO
8. I am more aware of the responsibilities related to a job.	YES	NO
9. I see the importance of learning to follow instructions.	YES	NO
10. I see the need for learning to work with other people.	YES	NO
11. I recognize the importance of developing skill in all kinds of communication.	YES	NO
12. I feel I have learned quite a bit about how a business functions.	YES	NO
13. I feel that the work education should be continued in the schools.	YES	NO

B. This evaluation indicates the student's opinion regarding a training station.

Company Name _____

Address _____

Circle your answer.

14. a. Sufficient time was spent initially in introducing me to the job situation.	YES	NO
b. If NO, why? _____		
15. a. Sufficient time was spent by the supervisor in giving me continuing instruction.	YES	NO
b. If NO, why? _____		
16. a. There was sufficient variety of assigned tasks to make the job interesting.	YES	NO
b. If NO, why? _____		
17. a. The assigned tasks were in keeping with my ability.	YES	NO
b. If NO, why? _____		
18. a. The other employees accepted me as one of the group.	YES	NO
b. If NO, why? _____		
19. a. Given the opportunity, I would work for this company.	YES	NO
b. If NO, why? _____		

(Cont'd)

C. This scale rates the student's attitudes towards education. Rate each statement by circling the number that best describes your attitude.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

20. My education will give me a good chance of getting the kind of job that I would like to have after leaving school.	1 2 3 4
21. The courses I am taking in school will help me be successful in that job.	1 2 3 4
22. There is a relationship between education and work.	1 2 3 4
23. My success will be dependent on my effort.	1 2 3 4
24. I believe I have the capacity to succeed.	1 2 3 4
25. Education increases self-confidence.	1 2 3 4
26. In general, I am satisfied with the school I am attending.	1 2 3 4
27. Attending school regularly is important.	1 2 3 4
28. In general, I am satisfied with the courses I am taking.	1 2 3 4
29. I enjoy school-sponsored extra-curricular activities.	1 2 3 4
30. In school I am learning habits and attitudes which will guide me to the achievement of a worthwhile life.	1 2 3 4

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TABLE X

SCHOOL LETTERHEAD STATIONERY

WORK EDUCATION TRAINING AGREEMENT

SAMPLE

PLEASE PRINT

Date: _____

I. A. Name of Student: _____ Job Title: _____

Address: _____ Phone No.: _____

B. Name of Employer: _____

Supervising Officer: _____ Position: _____

Company Address: _____ Phone No: _____

II. General Agreement

The student named in "I.A" shall be employed under work education by which the student shall attend school and work under the arrangements set forth below:

A. PARTIES TO THE AGREEMENT: The parties to the agreement shall be –

1. The student (with parental endorsement) named in "I. A" above
2. The employer named in "I. B" above
3. The _____
School Board

B. PERIOD OF AGREEMENT: This agreement shall be in force from

_____ to _____
Day Month Year Day Month Year

unless terminated before that date by one of the parties to the agreement.

C. HOURS OF WORK: This agreement is applicable to work education employment during the following times: Any part of, or all of, each week-day or days from _____ to _____ ; except customary holidays.

D. REMUNERATION: The student named in "I.A" shall not receive payment of any kind of the work he/she has performed for the employer named in "I. B" during the times specified in sections "II. B" and "II. C".

Note: Should the student enter into an agreement to engage in work for periods over and above that noted in sections "II.B" and "II.C", that period of work shall be subject to the regulations of The Employment Standards Act.

E. DUTIES: A general statement of duties to be set forth by the employer.

F. SUPERVISION:

1. The direct supervision of the student employed under this contract shall be vested in the employer.
2. The _____ reserves the right to
School Board

maintain, through the teacher-coordinator or coordinator, or other staff member, contact with the student at the station in order to assist in directing the training at the training station.

G. INSURANCE: Liability insurance shall be covered by

_____ _____
School Board Employer of Student

53

(Cont'd)

Note: The Department of Education assumes the responsibility of Workmen's Compensation coverage for all students in work education.

H. WORK EDUCATION EVALUATION: The employer shall be supplied with a standard form for reporting at regular intervals to the teacher-coordinator or coordinator regarding the evaluation of the student.

I. FULL-TIME EMPLOYEE TENURE: The employer named in "I.B" above agrees that his participation in work education will in no way affect the tenure of any regular full-time employee presently on his staff, nor his hiring practices in regard to full-time employees.

Signatures required:

_____ _____
Employer Student

_____ _____
Parent or Guardian of the Student Teacher-Coordinator or Coordinator

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TABLE XI

TRAINING PLAN
GROCERY CLERK, SUPERMARKET

SAMPLE

I. Title of job: Grocery Clerk, Supermarket

II. Job description: Receives cash payment for articles selected by customers. Wraps or bags articles, makes change, and gives articles to customers. Keeps merchandise neatly arranged. Must complete transactions quickly. Prepares incoming merchandise for sale and arranges the merchandise in the stockroom, on shelves, or in display cases.

III. Career objective: Department manager

IV. Areas of experience and training:
A. Clerk
B. Grocery department
C. Checking
D. Dairy department
E. Produce department

V. Detail of areas of experience and training:

	Planned Learning In Class	Planned Learning At the Training Station
A. Clerk		
1. Instruction on keeping store and area in good order		
a. stockroom and delivery room	x	x
b. parking lot	x	x
c. back door yard		x
d. sidewalk, windows, and entrance	x	
e. floor section		x
2. Instruction on keeping the following equipment and merchandise clean:		
a. light fixtures	x	
b. shopping carts		x
c. sink		x
d. coffee mills		x
e. hand truck and dollies	x	x
f. refrigeration machines	x	x
g. shelving sections and merchandise	x	x
h. bread table		x
3. Instruction on preparation of salvage for pickup		x
4. Instruction on floor receiving duties:		
a. cleaning and waxing floor	x	x
b. care of empty bottle returns		x
c. truck unloading – proper lifting techniques	x	x
d. arranging current displays	x	x
5. Instruction on checking:		
a. grocery items	x	
b. coffee		x
c. health and beauty aids		x
d. frozen foods		x
6. Instruction on:		
a. price marking merchandise	x	x
b. stock shelf rotation	x	x
c. price marking and tagging	x	x
7. Instruction on dating systems used		x
8. Instruction on how to build displays by the wire plan		x
B. Checker		
1. Instruction on proper packing procedures	x	x
2. Instruction on procedure used on non-priced merchandise		x
3. Maintenance of check stand:	x	x
a. changing tapes on the register		x
b. properly filling the bag rack		x
c. stocking of small items		x
d. keeping shopping carts ready for customers		x
e. maintenance of rear checking area	x	x

(Cont'd)

	Planned Learning In Class	Planned Learning At the Training Station
4. Instruction on how to handle:		
a. tax collections		x
b. paid outs		x
c. refunds and over-rings	x	x
d. proper change for register	x	
e. relief orders and merchandise coupons		x
f. check cashing		x
g. authorized charge accounts		x
5. Instruction on balancing the register	x	x

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TABLE XII

TRAINING PLAN
GASOLINE SERVICE ATTENDANT

SAMPLE

I. Title of job: Service station attendant.

II. Job description: Cleans and maintains station and driveway, handles customer relations on the driveway, sells accessories, cleans and polishes cars, lubricates cars, and makes minor repairs. Learns some fundamental principles of management.

III. Career Objective: Service station manager.

IV. Areas of experience and training:
- A. Station care-housekeeping and maintenance
- B. Driveway service
- C. Carwash, clean-up, and polish
- D. Lubrication
- E. Tire, battery, and accessory sales
- F. Minor repairs
- G. Buying and ordering procedures
- H. Principles of station management

V. Detail of areas of experience and training:

	Planned Learning In Class	Planned Learning At the Training Station
A. Instruction in station care		
1. Driveway housekeeping and maintenance	x	x
2. Rest-room cleaning		x
3. Lubrication department		x
4. Stockroom		x
B. Instruction in driveway service		
1. Six-step driveway service	x	x
2. Windshield, battery, tires	x	x
3. Under-hood inspection and sales	x	x
4. Cash register operation and check-out	x	x
5. Making additional sales	x	x
a. radiator hose		
b. fan belt		
c. oil additive		
d. oil filter		
e. lubrication		
f. battery		
g. lights		
C. Instruction on car wash, clean-up, and polish		x
D. Lubrication		
1. Study and use of lubrication manual	x	x
2. Servicing of major parts	x	x
3. Wheel lubrication		x
E. Instruction on tire, battery, and accessory sales		
1. Tire brands, sizes, and selling points	x	x
2. Battery sizes and selling points	x	x
3. Other accessories	x	x
F. Instruction on minor repairs		
1. Tire change and repair		x
2. Muffler and tail pipe change		x
3. Brake adjustment and repair		x
4. Car tune-up procedure	x	x
5. Cleaning or steaming motor		x
G. Buying and ordering procedures		
1. Taking inventory	x	x
2. Determination of minimum number of items to keep on hand		
3. Ordering, so as not to order more than necessary	x	x
4. Display for maximum sales	x	x

(Cont'd)

	Planned Learning In Class	Planned Learning At the Training Station
H. Principles of station management		
1. Acquaintance with required records	x	x
2. Lease or rental arrangement with major oil company		x
3. Staffing and hiring personnel		x
4. Financing	x	x
5. Requirements		x
6. Importance of station location		x
7. Payroll		x

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APPENDIX B

CHECKLISTS

Everyone uses checklists. They may not always be set out on a neat sheet -- some people have excellent memories! But for the majority of us, written checklists are an imperative in doing our work thoroughly. As the coordinating teacher of a work education program, you may need a checklist for several of the following aspects of your work:

1. Utilizing the talents of your colleagues in the school system to further your program
2. Selecting students for your program and placing them in work stations
3. Working with students in special education
4. Utilizing training agreements and training plans
5. Giving related (classroom) instruction
6. Observing safety requirements
7. Complying with legal requirements
8. Relating the program to the public
9. Managing the program
10. Conducting programs for trainers (preceptors)
11. Monitoring your own performance in program development and delivery

Very inclusive checklists covering these aspects may be found in Wanat and Snell's Cooperative Vocational Education (1980). See Appendix D, page 39.

APPENDIX C

COMMUNITY RESOURCES

1. Government Agencies

See the latest Inventory of Labour Market Programs and Services in Manitoba. Operated by the Provincial and Federal Governments.

Available from: Research and Planning Branch
Department of Labour
409 Norquay Building
401 York Avenue
Winnipeg, Manitoba
R3C 0P8 (Ph. 945-2310)

or: Planning and Analysis Branch
Canada Employment and Immigration Commission
710 Eaton Place
330 Graham Avenue
Winnipeg, Manitoba
R3C 4A5 (Ph. 949-4056)

2. Employer Organizations

These are usually found only in large cities. In smaller communities, their functions are sometimes performed by service clubs, sometimes by "The Company". Look in the Yellow Pages under "Associations" to find the ones pertinent to your program. If, for instance, you are looking for organizations concerned with mechanical repairs, you would find:

a. Automotive Trades Association (Man.) Inc.
b. Manitoba Heavy Construction Association Inc.
c. Manitoba Motor Dealers Association
d. Manitoba Trucking Association

3. Community and Service Clubs

Almost any community has some service clubs. It is important to find out what their objectives are to determine whether they are a suitable resource for a work education program. Again, look in the Yellow Pages under "Clubs".

4. Employee Organizations

APPENDIX D

RESOURCE MATERIALS

ERIC, the Educational Resources Information Centre, contains numerous documents on work education in its various forms. There is an ERIC centre at the Department of Education Library, and another at the Library of the Faculty of Education, University of Manitoba.

Department of Education. Preparation for Work. Winnipeg: Department of Education, 1981.

Department of Education. Career Development: A Resource Guide. Winnipeg: Department of Education, 1981.

Employment and Immigration Canada. Careers Canada. Hull: Supply and Services Canada, 1978.

Employment and Immigration Canada. Moving On. Ottawa: Supply and Services Canada, 1983. The full series is available from the Manitoba Textbook Bureau and includes:

Moving On to a Career (Career Planning)
Moving On to a Job (Finding a Job)
Moving On by Staying On (Keeping a Job)

Employment and Immigration Canada. PLACE - Guided Steps to Employment Readiness. Ottawa: Supply and Services Canada, 1980. The full series includes:

PLACE Workbook, Parts A/B, Identifying Your Occupation/Fitting the Requirements
PLACE Sourcebook, Parts A/B, Identifying Your Occupation/Fitting the Requirements
PLACE Workbook, Part C, Getting the Job
PLACE Sourcebook, Part C, Getting the Job
PLACE Workbook, Part D, Doing Well on the Job
PLACE Sourcebook, Part D, Doing Well on the Job
PLACE Workbook, Part E, Personal Needs
PLACE Sourcebook, Part E, Personal Needs
PLACE Directory to Employment-Related Programs and Services

Gooch, Bill G., Carrier, Lois, and Huck, John. Work: Pathway to Independence. Alsip, Illinois: American Technical Publishers, 1979.

Kimbrell, Grady, and Vineyard, Ben S. Bloomington, Illinois: McKnight Publishing Co.

Entering the World of Work: Activities (1978)
Entering the World of Work (1978)
Succeeding in the World of Work (1975)
Activities for Succeeding in the World of Work (1972)
Individualized Related Instruction for Entering the World of Work (1974)

(The above publications deal with the same material for different applications at different levels. They can be viewed at the Department of Education Library.)

Mager, Robert F. Preparing Instructional Objectives and Goal Analysis. Belmont, California: Fearon Pittman Publishers, Inc., 1972.

Mason, Ralph E., Haines, Peter G., and Furtado, Lorraine T. Cooperative Occupational Education and Work Experience in the Curriculum. 3rd ed. Danville, Illinois: Interstate Printers and Publishers, 1981.

Meyer, Warren G., Crawford, Guay, and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

Pettingill, William. What's My Line?. Agincourt: The Book Society of Canada Limited, 1981.

Stadt, Ronald W., and Gooch, Bill G. Cooperative Education: Vocational, Occupational, Career. Indianapolis: Bobbs-Merrill Company, Inc., 1977.

Taylor, Edward S. On the Job. Agincourt: The Book Society of Canada Limited, 1979.

Wanat, John A., and Snell, Margaret I. Cooperative Vocational Education. Springfield, Illinois: Charles C. Thomas, 1980.

APPENDIX E MANITOBA LAW - PERTINENT EXCERPTS

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PUBLIC SCHOOLS ACT

POWERS OF SCHOOL BOARDS

General powers of school boards.

40 (1) Subject to the regulations a school board may

(a) provide a course of instruction and training for children between 3 and 6 years of age in nursery or kindergarten schools or both;

(b) establish and conduct evening schools and part-time day schools;

(c) arrange for and conduct summer schools;

(d) with the consent of the minister, establish and conduct day schools for special purposes;

(e) enter into an agreement with the minister to establish and conduct special courses, whether or not such courses are part of the public schools program and for payment to the school board in connection with such courses, such amount as may be specified in the agreement;

(f) collect such tuition fees as the school board may establish for any of the classes referred to in clauses (b) to (e) except for classes that are part of the regular public school program;

(g) provide such apparatus and material as may be deemed expedient for any of the purposes of this section;

(h) provide, with or without charge, lunches to pupils;

(i) provide materials, appliances and equipment for school sports and games and supervise and direct sports and games during school terms or vacation;

(j) purchase books and other instructional materials to be given to the pupils or to be loaned to them with or without charge as the school board may decide;

(k) provide such courses of technical and vocational instruction as may be approved by the minister for pupils enrolled in or attending the schools under the jurisdiction of the school board by placing the pupils under the instruction of any person approved by the minister;

(l) with the approval of the Lieutenant Governor in Council, establish, maintain and provide for a school outside the limits of the school division or school district;

(m) where the responsibility for payment is that of the pupil, parent or guardian, recover non-resident fees with costs in any court of competent jurisdiction in the province as a debt due to the school division or school district from any person or corporation by whom they are payable;

(n) establish and administer, with the consent of the minister, a system of medical and dental inspection of pupils and employees and subject to The Public Health Act and the regulations made thereunder, make such arrangements as may be approved by the minister for attending to the health, cleanliness and physical condition of the pupils and employees of the schools under the jurisdiction of the school board;

(o) subject as otherwise herein provided, collect from a parent or guardian of a non-resident pupil attending any elementary or secondary grade, an amount not exceeding the net residual cost per pupil per month;

(p) notwithstanding any other provision of this Act, enter into an agreement with the government, or any minister of the government on behalf of the government, or any agency of the government or any other school board or any person

(i) respecting the attendance and education of children from within its school division or school district at a school operated by the other party, or

(ii) respecting the attendance and education at schools operated by it of children, the education of whom is the responsibility of or under the supervision of the other party, or

(iii) respecting the provision, exchange or sharing of educational services, or

(iv) respecting the payment, sharing or collection of fees and charges agreed upon by the parties, or

(v) respecting any one or more of the things mentioned in sub-clauses (i) or (iv);

(p.1) notwithstanding any other provision of this Act, but subject to the approval of the minister, enter into an agreement with the Government of Canada or a minister thereof on behalf of the Government of Canada or an agency of the Government of Canada or an Indian Band or its representative to whom authority over the education of children of the Indian Band has been granted under an Act of Parliament,

Outdoor education and work education.

70 (4) Subject to section 86, any pupil engaged in a work education program or participating in an outdoor education or other program which is conducted off the school premises under the authority of the school board shall be deemed to be in attendance at school.

S.M. 1980, c. 30, s. 70.

Exemption from liability for accidents in work education programs.

86 Any pupil attending any course in technical or vocational instruction as provided in clause 40 (1) (k) or off the school premises programs as provided for in subsection 70 (4) shall be deemed to have accepted the risks incidental to the business, trade or industry in which he is being instructed or trained and, if bodily injury or death is caused to any such pupil during or as a result of the course, no cause of action for loss or damage suffered by reason of the bodily injury or death accrues to the pupil or to any other person

(a) against the school board or any of the trustees, if it is shown that the school board believed, upon reasonable grounds, that the person with whom the pupil was placed was competent to give the instruction and that his plant and equipment were such as to provide reasonable safeguards against death or injury; or

(b) against the person giving the instruction or his servants or agents unless the bodily injury or death of the pupil resulted from the negligence of the person giving the instruction or his servants or agents.

S.M. 1980, c. 30, s. 86.

Manitoba Regulation 6/81

Being a Regulation Under The Public Schools Act Respecting Persons, Other Than Teachers, Having the Care and Charge of Pupils

(Filed January 7, 1981)

1 Persons having care and charge of pupils are those who are

(a) school social workers, school psychologists, or speech and hearing therapists; or

(b) teacher-aides or other persons approved by the minister, employed by school authorities, or designated persons working with teachers and pupils as part of the teaching-learning process, in this regulation called paraprofessionals; or

(c) student-teachers; or

(d) volunteers.

2 A person having care and charge of pupils

(a) shall be a responsible adult person; and

(b) shall, subject to The Public Schools Act, this regulation, and the instructions of the school board, come under the direct supervision of a teacher designated by the principal of the school to which he is assigned.

3 A paraprofessional shall perform such duties as are assigned to him by the principal, subject to the instructions of the school board and the superintendent, but those duties shall not include

(a) the organization and management of the classroom;

(b) the planning of teaching strategies; and

(c) the direction of learning experiences of pupils, including

(i) the assessment of individual needs of the pupils,

(ii) the selection of materials to meet pupil needs; and

(iii) the evaluation of pupil progress.

4 School social workers, school psychologists, speech and hearing therapists, and volunteers shall not be used as substitute teachers.

5 (1) In the absence of a teacher, a paraprofessional shall not assume or be assigned duties reserved for teachers, as set out in clauses (a), (b), and (c) of section 3.

5 (2) A paraprofessional shall not function in a classroom only if a certified teacher is not available for direction and guidance.

6 A student teacher who is registered for instruction in a recognized teacher training institution, may be left in sole charge of classes for such periods of time as may be mutually agreed upon by the principal of the school and the training institution, as being beneficial to the student in his gradual development as a teacher.

7 Manitoba revised Regulation 9/80—R14 is repealed.

Right of action by government, etc.

7(6) Where a workman who is an employee of the government or of an agency of the government as defined in subsection (3) of section 62, or a dependant of such a workman, makes an application that is approved as mentioned in subsection (5), if the government or agency of the government provides, or has provided, to the workman a salary, payment, benefit, gratuity, or other allowance of any of the kinds to which reference is made in section 36, the government or agency of the government, as the case may be, may maintain an action, for the amount or cost of the emolument or perquisite provided, against any person against whom the workman or his legal personal representative or dependant could, or but for this section could, maintain an action for or in respect of personal injury to, or the death of, the workman arising out of the accident in respect to which the claim for compensation is made; and the action may be brought separately by the government or agency of the government or jointly with any action that may be brought by the board in respect of the same accident.

En. S.M., 1960, (2nd Sess.), c. 74, s. 1.

Limitation of right of action.

7(7) In any case within subsection (1), neither the workman, nor his legal personal representative, nor his dependants, nor the employer of the workman, has any right of action in respect of the accident against an employer in any industry within the scope of this Part or against any workman of such an employer (unless the accident occurred otherwise than in the conduct of the operations usual in, or incidental to, the industry carried on by the employer); and in any such case where it appears, to the satisfaction of the board, that a workman of an employer in any class is injured owing to the negligence of an employer or of the workmen of an employer in another class within the scope of this Part, the board may direct that the compensation awarded in the case, or such portion of the compensation as the board deems just and equitable, shall be charged against the last mentioned class.

Damages against other employers or workmen.

7(8) Where an action is brought by a workman or his dependants in circumstances to which subsection (1) applies, or by the board under subsection (5), and one or more of the persons found to be at fault or negligent is an employer in any industry within the scope of this Part or a workman of such an employer, unless the accident occurred otherwise than in the conduct of the operations usual in, or incidental to, the industry carried on by the employer, no damages, contribution or indemnity are recoverable for the portion of the loss or damage caused by the fault or negligence of the employer or workman, and the portion of the loss or damage so caused by the fault or negligence of the employer or workman shall be determined although the employer or workman is not a party to the action.

En. S.M., 1960, (2nd Sess.), c. 62, s. 7.

Compensation to be in lieu of other rights.

10(1) The right to compensation provided by this Part is in lieu of all rights and rights of action, statutory or otherwise, to which a workman, or his legal personal representative, or his dependants, are or may be entitled against the employer, for or by reason of personal injury to, or the death of, the workman occasioned by any accident which happens to him arising out of, and in the course of, his employment; and no action in any court of law against the employer in respect thereof thereafter lies.

Am. S.M., 1955, (2nd Sess.), c. 75, s. 12; am.

Minor entitled to compensation.

10(2) A workman under the age of eighteen years and working at an age, and in an employment, permitted under the laws of the province shall be deemed sui juris for the purpose of this Part; and no other person has any cause of action or right to compensation for an injury to the workman except as expressly provided in this Part. Am. S.M. 1971, c. 45, s. 5.
Am. R.S.M. c. 230, s. 5; am.

Determining persons as workmen.

62.1 (1) The Lieutenant Governor in Council may, by order, declare any persons or class of persons to be workmen in the employment of the government; and, except as otherwise directed in the order shall be compensated in accordance with subsection (3).

En. S.M. 1974, c. 49, s. 20.

Method of describing class.

62.1 (2) For the purposes of subsection (1), a class of persons may be described by reference to the nature of the work or duties they perform, the nature of the business or undertaking at which they are working, a geographical area within which they perform their work, the source of their remuneration, the method by which they are assigned to places to perform work, a description of any program or scheme in which they are participating, or by any one or more of those things.

En. S.M. 1974, c. 49, s. 20.

Rights under subsec. (2) in lieu of other rights.

62.1 (4) The right to compensation provided by this Part to a person who is declared, or is within a class that has been declared, to be workmen under subsection (1), is in lieu of all rights, and rights of action, statutory or otherwise, to which the person or his legal representative or his dependants are or may be entitled against the government and the person for whom the work is performed, or either of them, for or by reason of personal injury to, or death of, the person so declared or within the class that has been so declared, occasioned by any accident which happened to him arising out of, and in the course of, his employment; and no action in any court of law against the government or the person for whom the work is performed lies in respect thereof.

En. S.M. 1974, c. 49, s. 20.
S.M. 1974, c. 49, s. 20; Am. S.M. 1975, c. 62, s. 66;
S.M. 1982, c. 49, s. 13

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